



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12931848
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

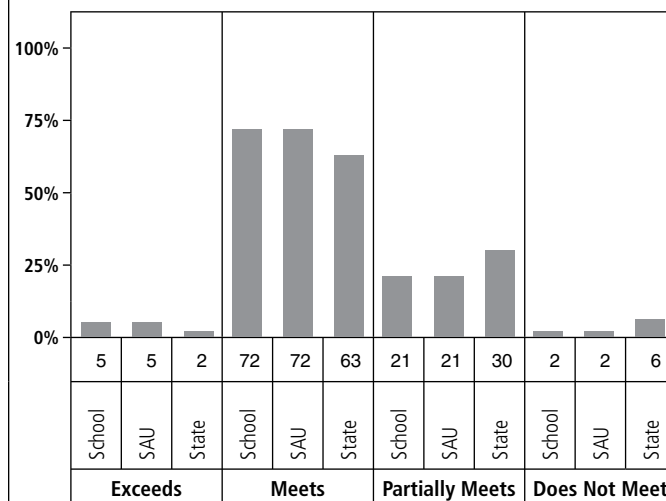
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

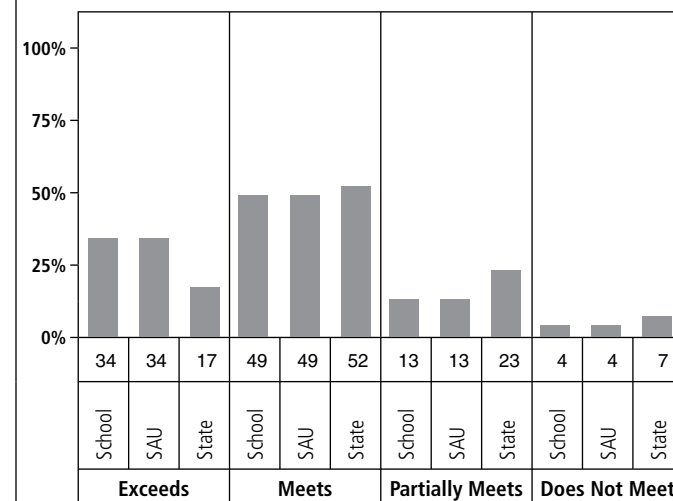
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	350	350	345
2007–2008	348	347	344
2008–2009	348	348	345
Cum. Avg.*	349	348	345
Mathematics			
2006–2007	358	358	347
2007–2008	353	353	347
2008–2009	354	354	348
Cum. Avg.*	355	355	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	96	100	96	100	13763	100	96	100	96	100	13691	100	96	100	96	100	13691	100						
Ethnicity African American/Black	1	1	1	1	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	1	1	1	232	2	1	100	1	100	226	97	1	100	1	100	227	98						
Hispanic	1	1	1	1	167	1	1	100	1	100	164	98	1	100	1	100	164	98						
Caucasian/White	93	97	93	97	12846	93	93	100	93	100	12788	100	93	100	93	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	13	14	13	14	2414	18	13	100	13	100	2388	100	13	100	13	100	2388	100						
Current LEP	1	1	1	1	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
Economically disadvantaged	21	22	21	22	5887	43	21	100	21	100	5847	100	21	100	21	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	67	70	67	70	10316	75	67	70	67	70	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	1	1	1	1	192	2	1	1	1	1	193	2						
504 plan	2	3	2	3	83	1	2	3	2	3	83	1						
Participation with accommodations	29	30	29	30	3179	23	29	30	29	30	3152	23						
Identified disability (PET/IEP)	13	45	13	45	1757	55	13	45	13	45	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	1	3	1	3	63	2	1	3	1	3	64	2						
Other	15	52	15	52	1192	37	15	52	15	52	1157	37						
Participation through alternate assessment (PAAP)	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	5	5	5	5	332	2
	2007-2008	4	3	4	3	227	2
	2008-2009	5	5	5	5	262	2
	Cum. Total*	14	5	14	5	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	86	87	86	87	8691	63
	2007-2008	87	76	87	75	8403	62
	2008-2009	69	72	69	72	8500	63
	Cum. Total*	242	78	242	78	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	7	7	7	7	3781	27
	2007-2008	22	19	22	19	4018	30
	2008-2009	20	21	20	21	3985	30
	Cum. Total*	49	16	49	16	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	1	1	1	1	1021	7
	2007-2008	2	2	3	3	938	7
	2008-2009	2	2	2	2	748	6
	Cum. Total*	5	2	6	2	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	30.8	67.0	30.8	67.0	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	22.1	69.1	22.1	69.1	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.7	62.1	8.7	62.1	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Wells-Ogunquit CSD

School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	96	5	5	69	72	20	21	2	2	348	96	5	72	21	2	348	13495	2	63	30	6	345
Ethnicity																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	1										1						222	4	63	25	8	345
Hispanic	1										1						162	0	51	38	10	342
Caucasian/White	93	5	5	67	72	19	20	2	2	348	93	5	72	20	2	348	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	4	31	7	54	2	15	339	13	0	31	54	15	339	2194	0	32	50	18	338
No	83	5	6	65	78	13	16	0	0	349	83	6	78	16	0	349	11301	2	69	26	3	346
Current LEP																						
Yes	1										1						406	0	39	41	20	339
No	95	5	5	68	72	20	21	2	2	348	95	5	72	21	2	348	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	21	0	0	11	52	8	38	2	10	342	21	0	52	38	10	342	5721	1	52	39	9	342
No	75	5	7	58	77	12	16	0	0	349	75	7	77	16	0	349	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	96	5	5	69	72	20	21	2	2	348	96	5	72	21	2	348	13489	2	63	30	6	345
Gender																						
Female	55	5	9	37	67	12	22	1	2	348	55	9	67	22	2	348	6568	3	67	26	4	346
Male	41	0	0	32	78	8	20	1	2	346	41	0	78	20	2	346	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	96	5	5	69	72	20	21	2	2	348	96	5	72	21	2	348	11195	2	68	25	4	345
Gifted/talented program																						
Yes	3										3						155	11	87	2	0	354
No	93	4	4	67	72	20	22	2	2	347	93	4	72	22	2	347	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Wells-Ogunquit CSD

School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	50	1	50	333	2	0	0	50	50	333	5	1	44	39	16	340
B. less than one hour	86	5	6	60	73	16	20	1	1	348	86	6	73	20	1	348	80	2	66	28	4	345
C. one to two hours	11	0	0	7	70	3	30	0	0	347	11	0	70	30	0	347	13	2	61	32	6	344
D. more than two hours	1	0	0	1	100	0	0	0	0	352	1	0	100	0	0	352	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	1	3	24	73	7	21	1	3	348	34	3	73	21	3	348	47	3	68	24	4	346
B. good	53	4	8	36	71	10	20	1	2	347	53	8	71	20	2	347	41	1	62	31	5	344
C. fair	13	0	0	9	75	3	25	0	0	348	13	0	75	25	0	348	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	38	2	6	29	81	5	14	0	0	349	38	6	81	14	0	349	31	3	63	28	6	345
B. They match some of what I have learned.	47	2	4	31	69	12	27	0	0	347	47	4	69	27	0	347	49	2	68	26	3	345
C. They match just a little of what I have learned.	6	0	0	5	83	1	17	0	0	349	6	0	83	17	0	349	14	1	53	39	7	342
D. There is no match.	8	0	0	4	50	2	25	2	25	341	8	0	50	25	25	341	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	25	0	0	15	63	9	38	0	0	346	25	0	63	38	0	346	18	1	50	38	11	342
B. about the same as my regular schoolwork	59	5	9	48	84	4	7	0	0	350	59	9	84	7	0	350	57	2	68	26	3	346
C. easier than my regular schoolwork	16	0	0	6	40	7	47	2	13	342	16	0	40	47	13	342	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	15	0	0	6	43	8	57	0	0	342	15	0	43	57	0	342	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	55	2	4	45	85	6	11	0	0	348	55	4	85	11	0	348	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	30	3	10	18	62	6	21	2	7	349	30	10	62	21	7	349	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	14	67	6	29	1	5	346	22	0	67	29	5	346	22	3	67	25	4	346
B. 20 minutes to an hour	45	5	12	32	74	6	14	0	0	351	45	12	74	14	0	351	46	2	68	26	4	346
C. less than 20 minutes	19	0	0	15	83	3	17	0	0	346	19	0	83	17	0	346	18	1	56	36	8	343
D. I rarely read at home.	15	0	0	8	57	5	36	1	7	343	15	0	57	36	7	343	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	45	1	2	28	67	12	29	1	2	346	45	2	67	29	2	346	29	1	56	36	7	343
B. six to ten pages	30	3	11	22	79	3	11	0	0	351	30	11	79	11	0	351	21	2	62	31	5	344
C. eleven or more pages	26	1	4	17	71	5	21	1	4	347	26	4	71	21	4	347	50	3	68	25	5	346
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: Wells-Ogunquit CSD
School: Wells Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	33	33	33	33	1985	14
	2007-2008	28	24	28	24	2277	17
	2008-2009	33	34	33	34	2328	17
	Cum. Total*	94	30	94	30	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	56	57	56	57	6990	51
	2007-2008	66	57	66	57	6764	50
	2008-2009	47	49	47	49	7045	52
	Cum. Total*	169	55	169	54	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	9	9	9	9	3673	27
	2007-2008	18	16	18	16	3504	26
	2008-2009	12	13	12	13	3137	23
	Cum. Total*	39	13	39	13	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	1	1	1	1193	9
	2007-2008	3	3	4	3	1044	8
	2008-2009	4	4	4	4	997	7
	Cum. Total*	8	3	9	3	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	35.2	73.3	35.2	73.3	31.5	65.6
A. Number	20	42	14.6	73.0	14.6	73.0	12.8	64.0
B. Data	8	17	6.5	81.3	6.5	81.3	6.1	76.3
C. Geometry	8	17	6.1	76.3	6.1	76.3	5.5	68.8
D. Algebra	12	25	8.1	67.5	8.1	67.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Wells-Ogunquit CSD

School: Wells Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	96	33	34	47	49	12	13	4	4	354	96	34	49	13	4	354	13507	17	52	23	7	348
Ethnicity																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	1										1						223	25	45	24	7	350
Hispanic	1										1						162	6	44	35	15	341
Caucasian/White	93	32	34	46	49	12	13	3	3	354	93	34	49	13	3	354	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	13	1	8	6	46	2	15	4	31	337	13	8	46	15	31	337	2204	6	36	36	22	338
No	83	32	39	41	49	10	12	0	0	357	83	39	49	12	0	357	11303	19	55	21	4	350
Current LEP																						
Yes	1										1						412	7	37	35	21	339
No	95	32	34	47	49	12	13	4	4	354	95	34	49	13	4	354	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	21	3	14	11	52	3	14	4	19	344	21	14	52	14	19	344	5727	10	48	31	12	343
No	75	30	40	36	48	9	12	0	0	357	75	40	48	12	0	357	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	96	33	34	47	49	12	13	4	4	354	96	34	49	13	4	354	13501	17	52	23	7	348
Gender																						
Female	55	14	25	31	56	9	16	1	2	353	55	25	56	16	2	353	6568	16	52	24	8	348
Male	41	19	46	16	39	3	7	3	7	356	41	46	39	7	7	356	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	96	33	34	47	49	12	13	4	4	354	96	34	49	13	4	354	11207	20	54	20	6	350
Gifted/talented program																						
Yes	3										3						155	73	26	1	0	368
No	93	30	32	47	51	12	13	4	4	354	93	32	51	13	4	354	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Wells-Ogunquit CSD

School: Wells Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	2	100	0	0	330	2	0	0	100	0	330	5	9	38	32	21	340
B. less than one hour	86	29	35	41	50	8	10	4	5	354	86	35	50	10	5	354	80	19	54	22	5	349
C. one to two hours	11	3	30	5	50	2	20	0	0	356	11	30	50	20	0	356	13	16	51	24	9	347
D. more than two hours	1	1	100	0	0	0	0	0	0	380	1	100	0	0	0	380	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	18	44	16	39	4	10	3	7	356	44	44	39	10	7	356	40	25	51	17	7	351
B. good	53	15	30	27	54	7	14	1	2	353	53	30	54	14	2	353	45	14	56	24	6	348
C. fair	2	0	0	2	100	0	0	0	0	352	2	0	100	0	0	352	12	7	49	34	10	343
D. poor	1	0	0	1	100	0	0	0	0	346	1	0	100	0	0	346	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	55	19	37	26	50	5	10	2	4	356	55	37	50	10	4	356	38	23	52	19	5	351
B. They match some of what I have learned.	30	10	36	15	54	3	11	0	0	355	30	36	54	11	0	355	45	16	56	22	6	348
C. They match just a little of what I have learned.	13	4	33	5	42	2	17	1	8	351	13	33	42	17	8	351	12	10	45	33	12	343
D. There is no match.	2	0	0	0	0	1	50	1	50	325	2	0	0	50	50	325	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	12	67	4	22	2	11	343	20	0	67	22	11	343	17	8	45	34	13	342
B. about the same as my regular schoolwork	60	22	40	25	45	6	11	2	4	356	60	40	45	11	4	356	59	19	55	21	5	350
C. easier than my regular schoolwork	21	9	47	9	47	1	5	0	0	359	21	47	47	5	0	359	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	2	25	5	63	0	0	1	13	351	9	25	63	0	13	351	15	8	41	35	15	341
B. 30–45 minutes	38	6	18	22	65	6	18	0	0	352	38	18	65	18	0	352	29	16	54	23	6	348
C. 45–60 minutes	35	15	48	12	39	2	6	2	6	357	35	48	39	6	6	357	32	21	55	19	5	350
D. more than 60 minutes	18	7	44	5	31	3	19	1	6	354	18	44	31	19	6	354	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	2	40	1	20	2	40	335	5	0	40	20	40	335	6	6	33	39	23	337
B. two or three days a week	19	5	28	11	61	2	11	0	0	355	19	28	61	11	0	355	12	15	55	22	8	348
C. two or three times each month	41	18	46	18	46	3	8	0	0	358	41	46	46	8	0	358	26	20	56	19	5	350
D. never or almost never	35	10	29	16	47	6	18	2	6	352	35	29	47	18	6	352	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	38	10	28	16	44	7	19	3	8	350	38	28	44	19	8	350	37	14	51	27	9	346
B. two or three days a week	23	9	41	13	59	0	0	0	0	358	23	41	59	0	0	358	27	20	55	19	6	350
C. two or three times each month	27	10	38	12	46	3	12	1	4	356	27	38	46	12	4	356	19	22	53	19	6	350
D. never or almost never	12	4	36	6	55	1	9	0	0	357	12	36	55	9	0	357	18	15	51	26	8	347
Optional school/SAU question																						
A.	100	0	0	1	100	0	0	0	0	344	100	0	100	0	0	344						
B.	0										0											
C.	0										0											
D.	0										0											